

## APAAS Team Meeting

JUNE, 2011



## Direction of APAAS



## Purpose of APAAS Program

- To provide an academic environment designed for unique, gifted learners who consistently demonstrate a level of independent thinking, depth of thought, and sophisticated expressions of creativity that go beyond what can be provided within a GATE-clustered program; and therefore, require a “special educational program for gifted learners.”

## Characteristics of Successful APAAS Students

- is highly curious and wants to know things
- thinks critically
- demonstrates creativity
- thinks outside the box
- enjoys intellectual activities
- facilitates unexpected discussions

## Meeting the Needs of Unique Students

Why do some APAAS students struggle?



## Why do some students struggle, and how do we provide support?

Issues vary from student to student.

We need to

- find out the reasons,
- help him/her to move forward,
- teach how to learn and/or overcome obstacles,
- guide through *Habits of Mind* and Dr. Kaplan's *Scholarly Attributes*.  
(see attached *Sagacity-Strategies for Thinking via Habits of Mind*)

Students placed in APAAS require a unique program in order to succeed



## Meeting the Needs of Unique Students

1. Provide opportunities for students to have more choices.
2. Bridge the gap(s) of where the student is now, to where he/she is going.
3. Work with the student's strengths and teach student to compensate for or overcome the weaknesses.
4. Provide a balance of student-choice with teacher-directed.

## SUPPORT

- What support will be needed/provided?
- Site support?
- If this is difficult to do at the site, what kinds of District support?



### Site Support

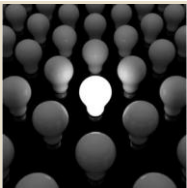
1. Social assistance to teach kids appropriate social responses
2. Guidance resources- social/emotional for G/T (other than Stages, etc.) (Susan Holt)
3. De-isolate- want to be part of the site's team
4. Perception support- Understand the APAAS program includes helping students with complex social, emotional, and academic demands that may be underestimated
5. Equal access to support (materials, large-class size, and assistance)
6. Excellent aide (non RtI) to help students

### District Support

1. APAAS PLC time (with all APAAS teachers)
2. Budget for supplies for high level projects
3. Alternative materials if not provided by site (math, English,)
4. Perception Support-APAAS climate is changing to include more unique and complex learners
5. Smaller class size to match District average
6. Large class-size support -equal access (at all sites)

SUPPORT

## Best Practices



Provide a program designed around open-ended opportunities for students to have choices in methods of demonstrating understanding.

Products center around specific concepts with depth of ideas through project-based learning and "out-of-the-box" applications of skills/content.

### Generated List of Best Practices

1. Critical thinking & problem solving
2. Discussion/support of thought
3. Investigations
4. Questioning strategies
5. Project based learning
6. Socratic Seminars
7. Flipped Classroom
8. Choices/Menu Activities
9. Curricular Integration
10. Universal Themes
11. Depth and Complexity
12. Technology Integration
13. Embraced Creativity

What are the *best practices* we already have in place?

What do we need to add or change?



Louise McCutcheon, *Painting of Indian Rock Schoolhouse*, 2007; Waltzing Matilda

Best Practices  
What we need/want to implement:

#### Materials

1. Technology (laptops, ipads, ipods) similar to Fisler in Fullerton
2. Wiki by grade level to share lessons & resources
3. Jr. Great Books (if funding is available for the Challenge groups to have JGB, could APAAS students also be supported?)
4. APAAS supplemental resources (grammar, math, English, etc.) be included in the pool for "resources for students"

#### Interesting Ideas

1. Have more tech access
  2. Include clarification of APAAS supplemental vocabulary programs: Wordly Wise, Classical Roots, etc.
  3. Create a Self-Evaluation w/ writing
  4. Incorporate a Book Club concept to read a specific book and discuss as part of our PLC.
- Mary recommended Carol Dweck's *Mind Set*  
<http://mindsetonline.com/>

## ANSWERS TO YOUR MATH QUESTIONS

- Are we required to use all of the text? **Yes, but not all problems need to be completed. Students need to practice the word problems.**
- Are we able to provide movement mid-year between grade level texts? **No, continue to assess where students are and provide content (but not with a different text).**
- What are the requirements for IOLA? **Assessment plan is up to the teacher, but we must have an assessment plan in place.**
- Are we continuing w/ math testing and placement process? **Yes.**
- Can we create an open response diagnostic test for math? **Yes. Group decision was to have two tests at the beginning of the year. One test will have only the questions (no answer choices); second test will not have the problems included, but will have multiple choice answers and include an option of "None of These."**
- How do we plan for non-APAAS students who join our class for math? **Site decision. We also need to think about students participating with grade above general-ed classes as an option.**

## Something to Think About HOW DO WE KNOW IF OUR STUDENTS ARE TRULY GROWING ACADEMICALLY?

### Common Assessments Possible and Doable?

